

Canons with accompaniments and activities for grades 4 - 8.

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E-BOOK

CANONS TOO!

An Active Study in Part Singing for Grades 4 - 8.

BRENT M. HOLL

New Revised Edition!

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AN ACTIVE STUDY IN PART SINGING FOR GRADES 4 - 8.

BY BRENT M. HOLL

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LAUGH CANON

BRENT M. HOLL

1. 2.

Ha ha ha ha, hee hee, hoh hoh, hoo hoo.

5 Ha ha ha ha, hee hee hee hee, hoh hoh hoh hoh, hoo!

1. 2.

Hand Drum

Put singing, recorders, hand drums, and movement all together in this canon.

- Sing the canon in unison as a warm up reinforcing the vowels and good breathing technique with the aspirate "H."
- Teach the rhythm accompaniment using imitation; transfer to hand drums and play in canon.
- Add movement:
 - Move in one direction for every two measures in self-space (down, around, up, sway). The directions can be extended with arm and hand movements.
 - Expand the movements to shared space with a partner. Alternate movements with partner every four beats, then every eight. Use some locomotor movement in different directions (forward, backward, sideways).
 - Perform as a song with movement and hand drums. Let half the class move while the other half sings and plays.
- Teach the melody on the soprano recorder.
- Combine recorder, singing, movement, and hand drums for a final performance.

Vocabulary for Students

- **Self-space:** The immediate area no larger than an arm's length around each student.
- **Shared-space:** The space "shared" with other students. As students share their self-space with others, students can move freely around the room.



BREATHE

BRENT M. HOLL

1
2

Breathe in with the di - a - phragm; sit up straight and start to jam!

3
4

Catch a breath so no - one hears, and put some mus - ic in their ears.

SX

AX

Woodblock

Triangle

BX

Use this great warm-up canon to help a young choir remember good breathing technique.

- Keep the articulation clear so the words can be understood.
- When using the accompaniment, use the instruments first as an introduction. You can vary the orchestration by adding parts one or two at a time or by letting the bass instruments play for the unison singing and all the instruments for the canon.
- Extend the canon by playing the melody on soprano recorders to double the voices or alone on recorders in an instrument-only version.

Vocabulary for Students

- **Diaphragm** - the wide flat muscle in the midsection that expands and contracts to control breathing.
- **Posture** - the position of the limbs or the carriage of the body as a whole.
- **Catch Breath** - inhale on the vowel sound with an open throat.
- **Tone** - the beauty of a musical sound.



HUSH LITTLE BABY

BRENT M. HOLL

1. 2. 3. 4.

The vocal line is written on a single staff in treble clef, key of D major (two sharps), and 4/4 time. It consists of four measures, each corresponding to a numbered line of lyrics. The melody is simple and lullaby-like, with a final cadence in the fourth measure.

1. Hush lit - tle ba - by, don't you cry. You'll be an an - gel by__ and__ by.
 2. An - gels__ guard_ you while you sleep. Pray to the Lord your soul__ to__ keep.
 3. Al - le - lu - ia, Al - le - lu, Al - le - lu - ia, Al - le - lu.

SG/AG

SM/AX

AM/AX

BM/BX

The instrumental accompaniment is arranged for four parts: SG/AG (Soprano/Guitar), SM/AX (Soprano/Mandolin), AM/AX (Alto/Mandolin), and BM/BX (Bass/Mandolin). The music is in the same key and time signature as the vocal line. The SG/AG part has a melodic line with grace notes. The SM/AX part provides harmonic support with chords and grace notes. The AM/AX part has a simple melodic line. The BM/BX part provides a bass line with sustained notes.

Help students learn the note values: eighth note, quarter note, and half note.

- Analyze and then sight-sing the song from a visual.
- Help the students discover the key (D major) by recognizing the key signature (two sharps), the meter (4/4) by looking at the meter signature, and the beginning note in solfege (do).
- Sing it first with solfege and hand signs; then add words.
- When memorized, ask students to walk a given note value as you sing.
- Change to a different note value and walk again, and a third time for the final note value.
- Ask the students to make up a routine of note values to use for movement during the song.
- Add direction, level, and then practice the whole song.
- Add the orchestration; then sing, play, and move in two- and four-part canon.



GOOD COMPANY


BRENT M. HOLL

1. 


Good com - pa - ny your pre - sence here, we ho - nor and a -

LAST TIME: Good Night! Good Night!

2. 

3. 

dore and sing our song this night, so long, your plea - sure we im - plore!

4. 

Good Night! Good Night!

Sing this canon with a more advanced choir as a concert piece.

Good Company works well as a New Year's song or as part of a holiday concert. It can be a closing song anytime.

- Help the students discover the key (F major) by recognizing the key signature (one flat), the meter (4/4 or common time) by looking at the meter signature, and the beginning two notes in solfege (so,do).
- Take this opportunity to discuss the pick-up note.
- Sing in unison and then in four-part canon.
- For a harmonious ending, each part can end at the fermata using the words, "good night," after singing a predetermined number of times.



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